Question #1:
Based on things you heard about today, what questions do you have for other States?

1. Work-based Learning (WBL)
   - How are you defining work based learning?
     - Wyoming: "We have define work-based learning to include everything from job shadows to formal apprenticeships. We have a spectrum we use and developed a new Work-based Learning Guide that is on our website---approx. 40 pages long for our WY CTE folks."
     - [to ALL WBL STATES] I would like to know how data is collected for Secondary WBL programs. Are the POS coded as WBL, are capstone courses coded as WBL, or something else?
       - New Hampshire: In NH, when schools enter their student enrollment data, they will indicate if the student participated in WBL. Moving forward, we will differentiate between internal and external WBL
       - Florida: In Florida we are working on adding data elements to our data collection systems.
       - DC: In DC, we built the WBL requirements into our course level standards; the WBL model is a continuum approach. Every CTE course has a requirement, and we track based on state level course IDs, as well as a couple of electronic resources like Nepris.
       - Delaware: WBL is coded as a capstone course and captured through student transcript data.
   - Are states developing or changing WBL policy to encourage virtual opportunities? How are employers being engaged to make this happen?
     - Tennessee: Yes, we have dozens of employers rushing to participate in virtual opportunities.
   - How are states handling WBL in the COVID world?
   - I would like to see central location on what kinds of changes other states are making to improve WBL.
     - It would be great to have a way to share those resources.
   - I would like to learn more about DC’s comprehensive WBL plan.
     - DC: Happy to connect! Feel free to email me at Richard.Kincaid@dc.gov
   - I would like to know more about the 1500 participants in 8 wk paid WBL experience during COVID-19 from Richard Kincaid, DC.
     - Tennessee: We are having businesses conducting WBL experiences for / with students where appropriate.
   - To FLORIDA - How are you incorporating CTSOs into WBL?
   - I would like to network with on WBL and training resources for a new WBL specialist.
     - Iowa: Contact Kristy Volesky kristy.volesky.@iowa.gov.
   - I would like to network with other states about their approach to WBL.
     - I do too (Illinois)
   - I’m interested in learning more about WBL in other states.
2. Local Needs Assessments

- How are you conducting the CLNA regionally?
  - Kentucky: At the state level we help facilitate introductions between districts if need be. In terms of data, we are very lucky to have a state longitudinal data system (KYStats) so that data collection at the regional level is available at their fingertips.
  - New Jersey: New Jersey has been conducting county-wide CLNA meetings, with the DOL and County Vocational Schools driving many of the sessions. The DOE does provide tech. assistance and feedback.

- How are you engaging with your data exchange process for CLNA? Are you providing data to the LEA or do they compile and provide to your state agency?
  - Idaho: Idaho is compiling data for secondary thru our SLDS.
  - New Mexico: NM provided the data for the CLNA meetings.
  - Delaware: DE is also compiling data and the specific data that are reported directly align to questions in the local application.
  - Indiana: We recorded a webinar on our CLNA process and our CLNA is online via a website and the LEA's completed their own and we reviewed them.

3. Defining size, scope, quality

- I'm curious as to how other states are defining size, scope and quality.
  - National: OCTAE is developing a searchable database for that will provide all State's definitions. Hope that is helpful to you!
  - Florida: Aside from our State Plan, you can see a summary of Florida's SSQ requirements at http://www.fldoe.org/academics/career-adult-edu/Perkins/clna.stml
  - Wyoming: In WY size requires a minimum of 2 Programs of study that are eligible for Perkins funding and each program of study that receives Perkins funding has to have an avg. of 3 concentrators per year on a 3 year rolling avg. For Quality we are using Advance CTE's framework for quality and in order to receive funding they must meet those 12 indicators. We are also requiring that they meet 2 of 3 parameters of high skills, high wage or in-demand in order to be funded.

4. Funding

- Did your state 1) allow LEAs or colleges an extension for their 19-20 Perkins funds, 2) reallocate funds from 19-20 to 20-21, 3) pull funds back and allow for a larger allocation in 20-21, 4) other?
  - North Carolina: Like normal, pull funds back and give to all the following year.
  - Wyoming: We didn't allow any of these:

- I would like to know more details on the award based on financial need parameters in Delaware.
  - Happy to discuss. jonathan.wickert@doe.k12.de.us

- Competitive reserve funds (Jill Kroll MDE)

- Would like to learn more about what others are doing with Reserve funds.
  - Louisiana: Louisiana's Reserve funds have been targeted to regional coalitions.

- How are states using Reserve Fund to boost WBL?
5. Virtual
   - How are states addressing industry certifications and other assessments while dealing with virtual learning? Primarily validity?
     - Would love to see the survey Michigan did on the industry certifications too
   - Have you found a good resource for virtual labs in case students find themselves learning from home again this year?
   - What models of hybrid technical instruction are you seeing that use rolling enrollment and program start?
   - How are states handling distance/virtual learning for CTE students?

6. Post-secondary
   - I would like to hear more about post-secondary consortium agreements, requirements, and activities.
     - North Carolina: We have two consortia each year. They meet as a consortium monthly and spend funds on programs beneficial to the combined service areas of the colleges.
   - I would like more on defining postsecondary credentials, specifically industry recognize credentials. I believe Michigan talked about this.
   - I am interested in Delaware's process for developing the funding strategy for the Post-Secondary institutions; as well as how the reserve funds are allocated.
     - DE happy to follow-up, the question we will ask you is how do you use formula based funds, competitive funds (reserve), and data routines to drive practice.
     - jonathan.wickert@doe.k12.de.us - may be easier via phone-happy to commit the time

7. Compliance Monitoring
   - Compliance Monitoring
     - How are you conducting on-site compliance monitoring?
       - Attaching my info, here, because I’m also interested in this (Richard.kincaid@dc.gov) Richard Kincaid
       - Tennessee: We created a process last year and are moving forward with monitoring for Perkins (and MOA)

8. Data Trainings
   - I want to learn more about trainings for Data (Illinois)

9. Entrepreneurship
   - I would like to know more about the incorporation of Entrepreneurship into the various CTE programs - (Bruce Harrington FLORIDA) -
     - Utah: At the secondary level we have an entrepreneurship course that can be combined as and advanced course in a program.

10. Middle Grades
    - I would like to know how the schools notify the SEA they have CTE in grade 5, 6, etc.
      - Utah: We required sub-recipients to include that information on their local application.
      - Delaware: We also include this information in the local application and in the program approval process.
    - Middle School resources and support.

11. NAPE
    - How are you using NAPE to assist with Data Strengthening (Arkansas, Scott)?
      - Arkansas: We worked with NAPE on a PIPE project where they came in to Arkansas and we went through special populations data at a rich level of analysis and discussion and then the post secondary Perkins team created a dashboard that informed CTE in the state and the full data output that will become available. We will regularly schedule workshops to focus on special populations data.
Question 2:
What challenges has COVID-19 imposed on your state’s ability to implement Perkins V?

1. Local Needs Assessments (CLNA)
   - Some Perkins grant recipients are having challenges completing the CLNA in order to submit their local application (Deadline is Sept 30).
   - It’s been difficult for LEA’s to complete CLNA’s with lack of in-person meetings taking place.
     - New Jersey: We have several districts that did not complete a thorough CLNA. Our Office has had to facilitate virtual CLNA and developed webinars for several county teams.
   - The Perkins application timeline was impacted by the move to teleworking by data staff.
   - Poorly written Perkins applications from institutions that are overwhelmed due to remote learning and planning for the upcoming year.
   - Poorly written Perkins applications from institutions that are overwhelmed due to remote learning and planning for the upcoming year.
     - We are reviewing applications now and nearly all are getting returned to the local agency for some sort of correction/omission. Not sure how much is COVID-related and how much is simply the novelty of the CLNA and additional application requirements.
   - Due to COVID-19, timely completion of CLNA and Local Application has been a challenge.
   - Some delay in local application submissions.

2. Virtual CTE Conference
   - Virtual CTE Conference - Amy Miller
     - North Carolina: NC - We had a great CTE virtual Conference.
     - South Dakota: Ours turned out great in SD too, it was just a challenge to create it but in some ways it was better; Our attendance was almost double normal. Here is the site to see sessions - SD
     - Delaware: who did you use to help organize? lessons learned?
     - New Hampshire: We are hosting ours tomorrow, via Zoom.
     - Tennessee: TN has an annual virtual conference/TA
     - Kentucky: We transitioned to a virtual experience as opposed to a formal conference. Our attendance was actually up overall vs. in-person conferences of the past.
     - Nebraska: We had a great one-day virtual symposium. The key was finding a lot of ways to engage participants, inside and outside of the virtual system (on social media, etc.).
     - Definitely share what worked and didn’t work. Any best practices?
     - Kentucky: "KY had a virtual conference as well last week. https://education.ky.gov/CTE/Pages/Virtual_Training.aspx
     - Arkansas: Arkansas transitioned and also had increased attendance. We did virtual for FBLA and FFA including virtual competition and awards.
     - South Carolina: We held a great one in July! Ran really well and good participation. We used Sched and Zoom; SC had a great virtual conference (contact jwiseman@ed.sc.gov)
     - ACTE has been helping some states organize -- just did Missouri’s last week and have Iowa and I think Indiana coming up. Shoot me (Alisha - ahyslop@acteonline.org) if you are interested in me connecting you to our meetings manager to ask some questions.
       - Thanks!
     - Utah: UT- has organized a few. Some have been through CANVAS and a couple other tools. We have received a lot of participation and positive feedback.
3. Communications
   • It has made us rethink our communications strategy around being heavily focused and how best to leverage technology for what we would have done in person previously.

4. Advisory Council
   • We want to start an Advisory Council and it has been difficult to pull this together.
     o Utah: We have started to organize these virtually and they have been successful.
     o Delaware: Same thing. we moved all of our routines online, are using very specific comms tools to onboard folks.
     o Arkansas: Arkansas also started organizing virtually and formed a statewide CTE guiding coalition framed around the Professional Learning Communities model to focus on a collaborative approach to COVID 19 response in our state.
   • Advisory councils meeting had been halted.

5. Assessments
   • We had to modify how we implemented industry credentialing testing.
     o Did you allow virtual versions of the exams to count for accountability?
   • Statewide assessments were cancelled.
   • State assessments were cancelled Spring 2020.
   • Concerns about data given the waivers for state assessments.

6. CTSO's
   • Continued integration of CTSOs and fully incorporating CTSO activities into CTE curriculum.
     o Delaware: DE we are considering running all CTSO activities online in the next academic year and providing some support to educators to run virtual chapters.
     o Nevada: NV works very closely with CTSO directors so support funding for virtual conferences.

7. Elective
   • Some districts are only offering core classes during the virtual learning time.
   • Student participation and schedules. CTE, in most districts, is still an elective.
   • CTE and Perkins was not a priority.
     o South Carolina: SC wrote in recommendations to ensure CTE is a priority – FINAL AccelerateED Task Force Guidance and Recommendations for 2020-21 School Year

8. Access
   • Ensuring access to CTE programs.

9. Funding
   • Releasing funds.
   • Funding (cuts)
   • Budget reductions at the local level mean cuts in staff responsible for the implementation of CTE, e.g., WBL coordinators, CTE teachers, data staff, etc.

10. MOE
    • Concerns about Maintenance of Effort (MOE).
    • Concerns about MOE.
      o Yes, this is a concern.
    • MOE spending.
    • MOE Concerns for FY21 and future years.

11. Program Alignment
    • Slowed down our ability to work on program alignment.
12. Stakeholder Engagement
  - The ability to keep engaging with statewide stakeholders.
    - Delaware: DE we have shifting our meeting structures and routines to be online. We limit engagement to 60min meetings at most, with 30min in follow-up for guided TA. Seems to be working, but needs to be predictable.
    - South Dakota: “We are trying to be very sensitive to the needs of the districts. (most of our CTE directors, wear multiple hats - teachers, principals, etc). We are only engaging them when absolutely necessary to respect their priorities.”
    - New Jersey: We host regional webinars to keep in touch with our districts, and have limited request to essential questions.
  - Statewide stakeholder conversations (new stakeholders especially) did not operate as smoothly as desired.

13. TA Capacity
  - Hiring freeze . . . currently down 3 people in our office.
  - Having the capacity to research tools, models, and best practices to share with the field.
    - South Carolina: SC has a CTE COP website with best practices and reentry recommendations and listing of priority standards per course and program to accelerate and recover learning.

14. Virtual (credentialing/safety)
  - Challenges have included testing and required OJT, in a safe environment.
  - With no in person courses our services came to a near halt until we could better understand how to meet student and industry needs without risking anyone’s health.
  - Identifying ways to ensure credentialing opportunities are available when learning is remote or offered in a hybrid setting.
  - In regard to our accountability indicator, thinking about how to administer post-secondary credential exams, etc. in a virtual setting while ensuring that all students have access to virtual coursework, test engines, etc.
  - Difficulty with students earning program credentials without access to exam facilities or equipment.
    - General Recommendation: Work with your state library council to get access to all the local libraries.

15. Virtual (instruction/LMS/safety)
  - pivoting with online learning
  - We did not have enough blended learning options available so are working to build those out and implement more short term solutions in the interim.
  - Delivering coursework that requires contact and hands-on training
    - Delaware: Delaware is looking at models where "bookwork" can be completed online and students use video for skill demonstration and feedback when it can't be done in person. This allows for enrollment and program start to happen immediately, removing the delay around program entry/start.
    - Kansas: For now, many of our programs will start with online content delivery, and hoping later in the semester to bring in students for the hands-on portion. Lots of simulation subscriptions are being purchased as well.
  - Remote instruction and lack of access to CTE specialty classrooms
  - Secondary schools will return in a hybrid model, both most high schools will be fully online. All postsecondary systems will return fully online.
  - Delivering advanced CTE courses that require specific contact hours or hands-on experiences
  - We created a LMS statewide for our districts for distant learning
    - We are currently researching this.
    - New Hampshire: NH is using CARES ACT money to purchase a three-year license for Canvas for use statewide by all schools.
16. Work-based Learning (WBL)

  - Thanks for this resource
- Continuing to implement WBL placements during COVID-19 varies greatly throughout our state.
- Required face to face (like internships and WBL) will be difficult
  - Delaware: DTE Energy developed a virtual internship toolkit
- Concerns about WBL, hands-on training, student participation
- Districts are concerned about students ability to complete work-based learning activities due to industry partner concerns.
  - How to get students the clinical experience they need for certification
    - Kansas: A lot of our nursing programs were able to revise their grants and purchase virtual clinical subscriptions in place of in-person faculty professional development
    - General Recommendation: Simulations
    - We’re facing this challenge in KY as well. It’s a tough one as many will not accept virtual clinical experience...must be in person which obviously is difficult.
  - Thinking through the accountability indicators, especially implementation of WBL.
  - PS institutions will end the fall semester in November. Also, we are attempting to solve issues surrounding Practical Nursing students obtaining clinical hours.
    - General Recommendation: Simulations
    - General Recommendation: Virtual clinicals
    - New Hampshire: Our nursing board approved simulations - which meant the lab at our CTE center...which was closed. Finally convinced a few superintendents to allow access
- Concerns completing WBL
- It has been difficult to get students placed in the workplace for internship hours especially in the healthcare related fields.
- How is your State planning to handle work-based learning?
  - Delaware: DE is exploring allowing remote/virtual WBL internships as long as they meet all the same policy requirements as in-person.

17. Politics

- Politics between Governor’s office and Department of Education and school districts.